

**Individualized Education Program
Transition Goals, Page One**

Student Name: Roy **IEP Meeting Date:** 05/21/08

Current Grade Level: 11 **Expected Date of Graduation:** 06/18/XX

Identify the method for inviting the student to the IEP Transition meeting:

Letter and phone call by case manager to youth and parent

Identify the student's post-secondary preferences and interests, in collaboration with the family, and their desired outcomes for post-secondary education/training, employment and adult living:

Roy would like to be an athletic trainer for a college soccer team. He wants to go to college. He loves soccer and talks about it often. His family also wishes for him to go to college but has concerns due to his disability (Aspergers). Roy and his family would also like to him to be able to live and work independently.

Identify Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):

- **TEACCH Transition Assessment Profile (TTAP) Second Edition-- 3/2/XX**
- **Enderle-Severson transition rating scale—4/5/XX**
- **Brigrance Employability skills inventory- 5/3/XX, Ansell-Casey life skills assessment-5/12/xx**

Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed above. (Consider various options such part-time employment, supported job placements, service learning projects, work experience, job shadowing, internships, practice in resume writing and interviewing skills, the use of resource centers and job specific skills regarding customer service or technology):

Community Employment Goal (required):

Roy will explore various aspects of athletic training as a profession as evidenced by the completion or demonstrated progress in following benchmarks / short-term objectives:

Benchmarks/ short-term objectives:

- 1) By the end of December 2008, Roy will observe an athletic trainer performing their job duties and conduct an interview. Roy will be able to identify the specific job tasks he likes and tell why.*
- 2) By the end of February 2009, Roy will complete a 4 week observation/exploration at a local college observing the athletic facility and helping the athletic trainer, Roy will create a PowerPoint presentation detailing the primary responsibilities of the trainer.*

VT Framework: Vital Result: Personal Development: Standard 3.15

Vocational Training Goal (if needed): *(think "pre-employment" skills. For example: a*

**Progress Review
Dates**

--	--	--	--

Disability Category: Autism (Asperger's Syndrome)

student may need to seek time with a mentor/counselor to develop anger management skills to deal with the work related frustrations. A student may need to spend time with an SLP to develop clear, appropriate speech and good eye contact while talking to co-workers. A student may need to acquire the skills to drive a fork lift before applying for a warehouse job. A student may have to practice community mobility in order to get to a job site independently.)

Roy will acquire and develop the skills and behaviors required for succesful employment as evidenced by completion or demonstrated progress in following benchmarks/ short-term objectives:

Benchmarks/ short-term objectives

- 1) Roy will complete the workplace social skills class by the end of October 2008.
- 2) Roy will complete the Red Cross CPR class by the end of November 2008.
- 3) Roy will practice mock interviews with at least 2 people by the end of November 2008.

Post-Secondary Education Goal (if appropriate, if not indicate with an N/A):

Roy will develop a plan for continued post-secondary education and training as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives:

Benchmarks/short-term objectives

1) By the end of March 2009, Roy will visit the student support services/ADA coordinator office at UVM to learn what supports are available to students with disabilities. Roy will develop a podcast or vodcast reporting on what services are available and he feels he could benefit from while he's in college.

2) By the end of April 2009, Roy will articulate his accommodations required for his academic success in college and practice relaying this information to the UVM faculty as observed/reported by Roy's one to one staff.

VT Framework: *Vital Result: Personal Development: Standard 3.16*

Individualized Education Program Transition Goals, Page Two				
<p>Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed on the previous page. (Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills):</p> <p>Independent Living Goal (if appropriate, if not, indicate with an N/A): Roy will demonstrate skills associated with living independently as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives:</p> <p><u>Benchmarks/ short-term objectives</u></p> <ol style="list-style-type: none"> 1) By the end of February 2009, Roy will identify personal safety measures on the job and in the community as observed and reported by his support staff. For example: Roy will identify who to ask for help while on the job and who to call for an emergency or problem in the community. Roy will develop a card for his wallet which identifies steps to take and phone numbers to call during emergencies. The team will ensure that Roy also has an activated calling card to use in order to make phone calls from any phone. 2) By the end of March 2009, Roy will independently use the local public transportation system as observed by his job coach. <p>VT Framework: Vital Result: Personal Development: Standard 4.1</p> <p>Community Participation Goal (if appropriate, if not, indicate with an N/A): Roy will take an active role in his community as evidenced by completion or demonstrated progress in the following benchmark: <u>Benchmark/ short-term objective:</u></p> <ol style="list-style-type: none"> 1) Roy will continue his "job" as assistant manager of the boys' varsity soccer team at his school. <p>VT Framework: Vital Result: Personal Development: Standard 4.1</p>	Progress Review Dates			
<p>Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion): Roy will complete an application for federal/financial assistance, if appropriate (SSI, SSDI), with assistance from VSAC rep, VR benefits counselor and family. DVR counselor- support with transition assessments, social security and ADA advocacy.</p>				
<p>Describe the course(s) of study that focus on academic and functional achievement needed to assist the student in reaching their post-secondary goals. (Consider the learning opportunities or skills the student may need, including specific general or special education instruction, career or technical education and/or preparation for post secondary outcomes such as vocational training or community college): After meeting with the school guidance counselor it was determined that Roy needs to take the following courses: Biology, algebra and general chemistry.</p>				
Page of				Form 5